

## Whale Branch Middle

2009 Trask Parkway  
Seabrook, South Carolina 29940

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	420 Students	
<b>Principal</b>	Randall L. Wall	843-466-3000
<b>Superintendent</b>	Edna H. Crews	843-322-2300
<b>Board Chair</b>	Ms. Dale Friedman	843-322-2356

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	31	18

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Unsatisfactory	Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Average	No
<b>2005</b>	Below Average	Below Average	No

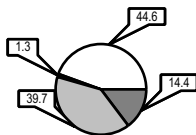
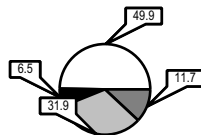
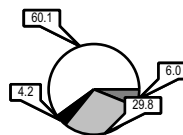
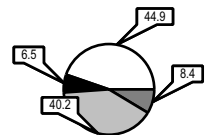
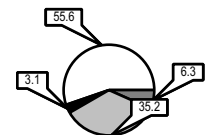
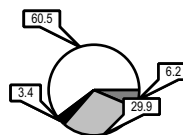
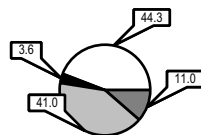
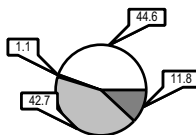
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	415	99.0	44.2	40.0	14.5	1.3	23.4	No	Yes
<b>Gender</b>									
Male	215	98.6	50.3	37.8	11.9	0.0	17.6		
Female	200	99.5	38.0	42.2	17.1	2.7	29.4		
<b>Racial/Ethnic Group</b>									
White	63	98.4	32.7	38.2	27.3	1.8	41.8	Yes	Yes
African American	346	99.1	46.4	40.8	12.1	0.6	19.6	No	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	344	99.4	40.8	42.1	15.6	1.6	24.9		
Disabled	71	97.2	62.7	28.8	8.5	0.0	15.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	415	99.0	44.2	40.0	14.5	1.3	23.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	415	99.0	44.2	40.0	14.5	1.3	23.4		
<b>Socio-Economic Status</b>									
Subsidized meals	346	99.1	45.8	40.4	12.5	1.3	20.7	No	Yes
Full-pay meals	67	100.0	36.1	37.7	24.6	1.6	37.7		

Mathematics – State Performance Objective = 36.7%									
All Students	415	99.3	49.9	31.9	11.7	6.5	25.3	No	Yes
<b>Gender</b>									
Male	215	99.1	54.4	28.7	11.8	5.1	22.6		
Female	200	99.5	45.2	35.1	11.7	8.0	28.2		
<b>Racial/Ethnic Group</b>									
White	63	98.4	34.5	34.5	16.4	14.5	38.2	Yes	Yes
African American	346	99.4	53.1	30.9	10.8	5.2	22.5	No	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	344	99.4	42.9	35.7	13.7	7.8	29.8		
Disabled	71	98.6	86.9	11.5	1.6	0.0	1.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	415	99.3	49.9	31.9	11.7	6.5	25.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	415	99.3	49.9	31.9	11.7	6.5	25.3		
<b>Socio-Economic Status</b>									
Subsidized meals	346	99.7	51.6	32.6	11.8	4.0	23.0	No	Yes
Full-pay meals	67	98.5	41.0	27.9	11.5	19.7	37.7		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	415	99.8	60.1	29.8	6.0	4.2	10.2
<b>Gender</b>							
Male	215	99.5	57.9	28.7	6.7	6.7	13.3
Female	200	100.0	62.2	30.9	5.3	1.6	6.9
<b>Racial/Ethnic Group</b>							
White	63	98.4	36.4	38.2	12.7	12.7	25.5
African American	346	100.0	64.8	27.5	4.9	2.8	7.7
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	344	99.7	54.0	33.9	7.1	5.0	12.1
Disabled	71	100.0	91.8	8.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	415	99.8	60.1	29.8	6.0	4.2	10.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	415	99.8	60.1	29.8	6.0	4.2	10.2
<b>Socio-Economic Status</b>							
Subsidized meals	346	100.0	63.0	29.5	5.3	2.2	7.5
Full-pay meals	67	100.0	44.3	31.1	9.8	14.8	24.6

<b>Social Studies</b>							
All Students	415	99.8	44.9	40.2	8.4	6.5	14.9
<b>Gender</b>							
Male	215	99.5	43.6	39.5	9.2	7.7	16.9
Female	200	100.0	46.3	41.0	7.4	5.3	12.8
<b>Racial/Ethnic Group</b>							
White	63	98.4	29.1	36.4	18.2	16.4	34.5
African American	346	100.0	48.1	40.4	6.8	4.6	11.4
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	344	99.7	38.8	43.8	9.6	7.8	17.4
Disabled	71	100.0	77.0	21.3	1.6	0.0	1.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	415	99.8	44.9	40.2	8.4	6.5	14.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	415	99.8	44.9	40.2	8.4	6.5	14.9
<b>Socio-Economic Status</b>							
Subsidized meals	346	100.0	46.6	41.0	7.5	5.0	12.4
Full-pay meals	67	100.0	36.1	36.1	13.1	14.8	27.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	50.6	35.2	12.3	1.9	14.2
	7	150	100.0	39.7	41.8	17.1	1.4	18.5
	8	129	99.2	44.8	43.2	12.0	N/A	12.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	99.3	53.7	32.2	14.0	0.0	14.0
	7	146	98.0	41.3	45.2	13.5	0.0	13.5
	8	135	100.0	36.3	43.5	16.1	4.0	20.2
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	48.8	37.7	8.0	5.6	13.6
	7	150	100.0	39.0	45.9	6.2	8.9	15.1
	8	129	99.2	47.2	38.4	9.6	4.8	14.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	50.0	34.4	12.3	3.3	15.6
	7	146	99.3	49.2	25.8	13.3	11.7	25.0
	8	135	98.5	47.6	37.1	10.5	4.8	15.3
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	75.4	18.0	3.3	3.3	6.6
	7	146	99.3	57.0	31.3	7.0	4.7	11.7
	8	135	100.0	46.0	41.1	8.1	4.8	12.9
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	47.5	39.3	9.8	3.3	13.1
	7	146	99.3	47.7	35.9	7.0	9.4	16.4
	8	135	100.0	36.3	47.6	8.9	7.3	16.1

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 420)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	16.4%	Up from 7.8%	8.1%	15.5%
Retention rate	8.9%	Up from 8.5%	5.0%	3.0%
Attendance rate	95.0%	Up from 94.8%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.2%	Up from 10.1%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.9%	Up from 9.0%	7.5%	4.6%
Eligible for gifted and talented	11.8%	Up from 10.5%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Up from 14.7%	15.3%	13.6%
Older than usual for grade	6.7%	Up from 5.3%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	Up from 3.9%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 43)</b>				
Teachers with advanced degrees	46.5%	Down from 47.7%	50.0%	51.8%
Continuing contract teachers	67.4%	Up from 61.4%	69.0%	78.1%
Highly qualified teachers	89.2%	Up from 86.2%	89.4%	89.6%
Teachers with emergency or provisional certificates	5.7%	Down from 17.1%	8.9%	6.0%
Teachers returning from previous year	69.1%	Down from 72.7%	78.8%	85.4%
Teacher attendance rate	93.7%	Up from 91.3%	94.7%	94.9%
Average teacher salary	\$41,881	Up 5.1%	\$40,069	\$41,328
Prof. development days/teacher	16.6 days	Up from 10.1 days	10.8 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	3.0	3.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 13.9 to 1	18.6 to 1	21.3 to 1
Prime instructional time	85.4%	Up from 83.6%	87.6%	89.3%
Dollars spent per pupil*	\$9,600	Up 21.2%	\$7,043	\$6,022
Percent of expenditures for teacher salaries*	57.6%	Up from 57.3%	59.1%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	93.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whale Branch Middle School is a school with tremendous potential. The physical plant is modern, open and bright. The grounds border the Whale Branch River with all the possibilities for rich study of the coastal environment. In the community the school is supported by the Sheldon Township Project, volunteers from the Marine Corps Air Station, hard-working, caring parents, and several active churches that take the raising of our students very seriously. At the beginning of the school year there was much to celebrate in the PACT results from spring 2004. Mathematics measured twelve percentage points' improvement in sixth graders scoring at Basic and above, with thirty-one points' growth in the seventh grade and twenty-one point's growth in the eighth grade. ELA showed more modest gains in sixth and seventh, but there was fifteen points' growth in eighth grade from 2003 to 2004. The school met nineteen of twenty-one objectives for Adequate Yearly Progress compared to eleven of nineteen objectives met in 2003. For their effort the students and staff received the State's Palmetto's Silver Award for improvement.

After opening on this positive word, the school suffered the loss of its principal in the second week and was served by an acting principal for the rest of the year. Although this created a distraction for students, staff, and parents, the school progressed in many areas. In addition to receiving the Palmetto Silver Award, this year brought the reinstitution of the Student Council, the first school yearbook in many years, an outstanding, award winning Chess Team, a student newspaper: "Orca 411," a parent newsletter: "The Whale Tale," published weekly, success in Robotics and Mock Trail competitions, a new community service learning partnership with the Low Country Food Bank, and an exciting year of athletics on the fields and courts.

Staff development activities and planning portend a bright future for the school. The staff trained in all areas of the Core Bundle, a district initiative of best instructional practices. They also implemented the Collins Writing Program in all content areas and trained ten staff members in the Schools That Learn systems-thinking model. During the second semester the teacher leadership began working with the administration to restructure in accordance with the new strategic plan for the school. This included preparation for implementation of the Teacher Advancement Program, created and sponsored nationally by the Milken Family Foundation to foster excellence among teachers. It is a research-based comprehensive reform that will include weekly staff development, multiple observations and coaching for teachers, as well as performance-based incentives directly related to the students' PACT results each year.

We should expect great things for Whale Branch Middle. The school is staffed with strong teacher-leaders and is ready to take on the district's promise to provide a challenging, safe, curriculum that connects each student to a successful future each day. There is evidence everywhere on the campus and in the community that the Whale Branch Middle School students and parents can trust in the imminent reality of that promise.

Fred Europe, Chairman, SIC Chair  
Randall Wall, Acting Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	32	106	76
Percent satisfied with learning environment	56.3%	71.4%	66.7%
Percent satisfied with social and physical environment	53.1%	75.0%	72.6%
Percent satisfied with school-home relations	35.5%	81.4%	63.9%

\*Only students at the highest middle school grade level at this school and their parents were included.